



## BECK ACADEMY

901 Woodruff Road  
Greenville, SC 29607-2514

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	1,037 Students	
<b>Principal</b>	Mr. Jason Warren	864-355-1400
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Good</b>	<b>Average</b>
2009	Good	Average
2008	Average	Average
2007	Average	Below Average
2006	At-Risk	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

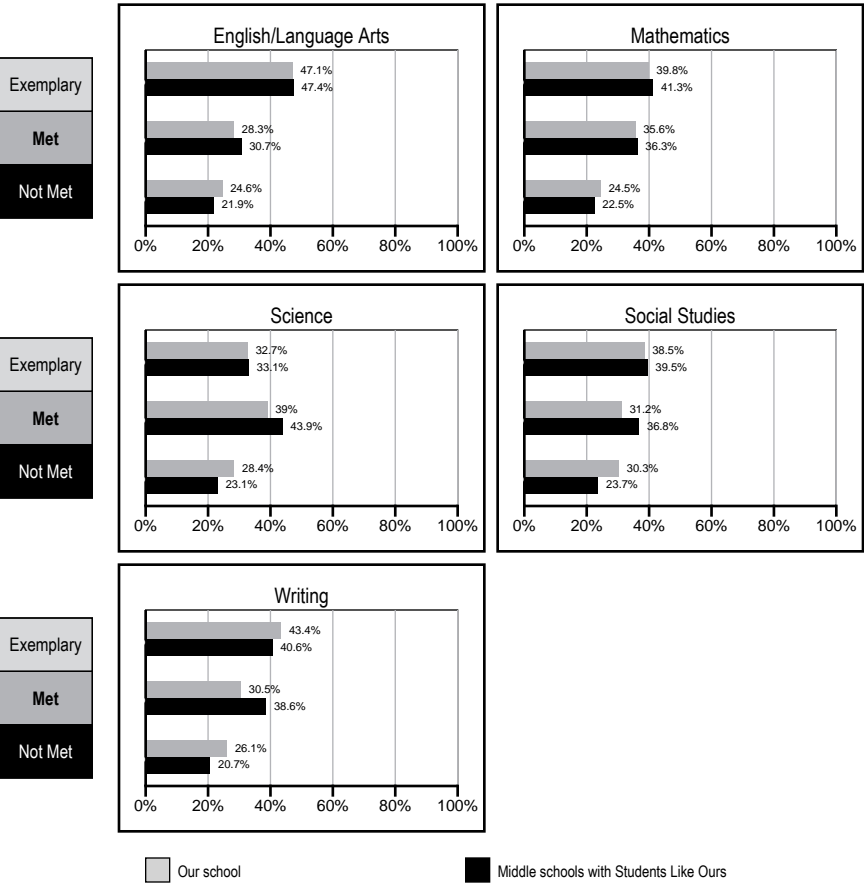
Percent of students tested in 2009-10 whose 2008-09 test scores were located 94.8%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
9	13	3	1	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.7%	98.5%
English 1	98.4%	92.4%
Physical Science	N/A	73.8%
US History and the Constitution	N/A	100.0%
All Subjects	98.6%	97.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,037)				
Students enrolled in high school credit courses (grades 7 & 8)	29.6%	Down from 39.9%	40.2%	24.2%
Retention rate	0.3%	Up from 0.2%	0.7%	0.7%
Attendance rate	95.8%	Down from 96.1%	96.6%	95.9%
Eligible for gifted and talented	27.6%	Up from 27.5%	25.3%	16.4%
With disabilities other than speech	13.2%	Down from 13.8%	9.5%	12.0%
Older than usual for grade	0.9%	Down from 1.5%	1.2%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	2.5%	Down from 3.1%	0.6%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=68)				
Teachers with advanced degrees	72.1%	Up from 57.5%	58.8%	58.5%
Continuing contract teachers	72.1%	Up from 64.4%	84.8%	80.0%
Teachers with emergency or provisional certificates	1.8%	Down from 5.4%	2.5%	4.0%
Teachers returning from previous year	81.3%	Up from 79.9%	86.5%	84.6%
Teacher attendance rate	97.7%	Up from 95.8%	95.6%	95.4%
Average teacher salary*	\$44,482	Up 5.6%	\$48,626	\$46,561
Professional development days/teacher	5.3 days	Down from 6.6 days	8.4 days	10.2 days
School				
Principal's years at school	6.5	No Change	5.0	4.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 21.8 to 1	23.5 to 1	21.1 to 1
Prime instructional time	93.7%	Up from 91.6%	91.8%	90.4%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.4%	98.2%	98.1%
Character development program	Average	Up from Below Average	Good	Good
Dollars spent per pupil**	\$6,152	Down 5.3%	\$7,043	\$7,802
Percent of expenditures for instruction**	64.0%	Up from 63.3%	67.2%	63.8%
Percent of expenditures for teacher salaries**	61.8%	Up from 57.8%	63.8%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

Beck Academy continues to focus on a shared vision: to have a focused faculty, teaching an aligned IBMYP curriculum to a motivated student body to prepare them to be productive citizens of the global community. Our mission is to provide our stakeholders with quality instruction, a positive school climate, and pro-active discipline. This year, Beck Academy was honored with a visit from the Palmetto's Finest Committee, following our application for the award. Because of our continued progress in achieving growth on state assessments over time and our continued efforts to reduce our achievement gaps with a poverty index greater than 40%, our school is honored to be nominated as a MetLife Foundation NASSP "Breakthrough School" for 2010-2011. In addition, we received a visit from the IBO committee to re-authorize our status as an IBMYP school. Professional development specialized in areas of differentiated techniques based on MAP data, disaggregating PASS data, Learning-Focused strategies, IB Areas of Interaction and assessment, writing MYP units of instruction, making cross-curricular connections, and vertical alignment. The entire staff was provided instruction to incorporate and integrate the International Baccalaureate goals and objectives in all subjects to include assessment and to facilitate student led conferences.

Our current PASS scores for the 2009 year reflect positive gains in all four content subject areas and grades. In all subject areas, but writing, our percentages of students meeting proficiency rank above both district and state proficiency percentages. Strategies to address student needs based on PASS and MAP data include: common benchmarks to measure progress, best practices strategies for instruction, flexible grouping to differentiate for instruction and assessment, strengthening cross-curricular connections, and implementing single gender strategies. Common planning times continued to be provided in all subject areas to allow for collaboration among content specific colleagues, the Instructional Coach, and the IB Coordinator. Pacing guides were completed to prioritize and align instruction with state standards to improve achievement and plan for mastery of standards.

In the upcoming 2010-2011 school year, Beck Academy will continue to lead our students into the future with a program of quality instruction that promotes rigor in the classroom, aligns instruction with South Carolina standards, uses data analysis to provide differentiated instructional strategies and grouping, and provides quality authentic assessment. Professional development opportunities continue to integrate the International Baccalaureate concept, as we develop true authentic assessments and the use of student-led conferences to promote student self actualization and growth. Our school portfolio will continue to be a work in progress to enable our staff to maximize learning for all of our students. We want to raise the academic bar for our students as we prepare them to become productive and responsible citizens in a global community. We hold to the belief that we can "make it happen" for all students.

Dr. J. Brodie Bricker, Principal  
Kim Antonakos, Chairman SIC      Beck Academy IBMYP

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	51	291	148
Percent satisfied with learning environment	84.3%	77.6%	86.3%
Percent satisfied with social and physical environment	98.0%	78.9%	80.0%
Percent satisfied with school-home relations	96.1%	89.6%	82.9%

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 31 out of 33 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.2%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	1030	99.9	26.3	29.2	44.5	82.5	84.7	83.5	Yes	Yes
Gender										
Male	543	99.8	28.4	29.6	42.1	80.6	81.3	80.1	N/A	N/A
Female	487	100	24.1	28.8	47.1	84.5	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	592	100	13.7	26.8	59.5	91.8	90	89.6	Yes	Yes
African American	319	99.7	50.9	33.8	15.4	63.8	73.4	74.6	Yes	Yes
Asian/Pacific Islander	44	100	7.1	16.7	76.2	97.6	94.3	92.7	Yes	Yes
Hispanic	65	100	40	36.4	23.6	74.5	78.4	79.6	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	128	99.2	69.8	20.7	9.5	44.8	53.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	64	98.4	31.8	31.8	36.4	80.3	78.7	79	Yes	Yes
Socio-Economic Status										
Subsidized meals	370	100	52	31.1	16.9	63.1	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	1030	100	27.7	37.8	34.6	81.1	82	80.4	Yes	Yes
Gender										
Male	543	100	29.2	35.1	35.7	80	80.5	78.4	N/A	N/A
Female	487	100	26	40.6	33.3	82.4	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	592	100	15.1	37.5	47.4	90.2	87.7	87.8	Yes	Yes
African American	319	100	53.2	39.6	7.2	63.1	68.4	69.3	Yes	Yes
Asian/Pacific Islander	44	100	4.8	16.7	78.6	97.6	94.9	93.5	Yes	Yes
Hispanic	65	100	36.4	47.3	16.4	74.5	78.3	78.3	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	128	100	81	14.7	4.3	33.6	46.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	64	100	34.8	36.4	28.8	77.3	79.2	78.9	Yes	Yes
Socio-Economic Status										
Subsidized meals	370	100	53.2	38.4	8.5	62.2	72.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	698	99.3	28.3	39	32.7	71.7	70.6	67.3
Gender								
Male	368	99.5	28.6	37.3	34.1	71.4	70.1	66.9
Female	330	99.1	28	40.8	31.2	72	71.1	67.7
Racial/Ethnic Group								
White	408	99.8	16.2	40.3	43.5	83.8	80.2	79.6
African American	220	99.1	53.5	35.5	11	46.5	50.4	49.7
Asian/Pacific Islander	27	96.3	4.2	29.2	66.7	95.8	86.4	84.4
Hispanic	37	97.3	40.6	50	9.4	59.4	60.1	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	76.3	69.5
Disability Status								
Disabled	92	98.9	79.3	14.6	6.1	20.7	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	36	100	37.2	34.9	27.9	62.8	60.6	58.6
Socio-Economic Status								
Subsidized meals	252	99.2	52.9	38.8	8.4	47.1	57.1	55.4

Social Studies								
All Students	693	99.3	30.3	31.5	38.2	69.7	73.2	70.9
Gender								
Male	374	99.2	31.4	28.5	40.1	68.6	72.8	70.1
Female	319	99.4	29.1	35	35.9	70.9	73.7	71.7
Racial/Ethnic Group								
White	403	99.3	20.4	32.5	47.2	79.6	79.8	79.2
African American	207	99.5	52.4	32.1	15.5	47.6	57.9	58.4
Asian/Pacific Islander	32	100	6.5	16.1	77.4	93.5	86.9	86.8
Hispanic	45	97.8	41	33.3	25.6	59	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	88	97.7	74.7	22.8	2.5	25.3	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	47	97.9	34.7	22.4	42.9	65.3	69	68
Socio-Economic Status								
Subsidized meals	244	99.2	51.9	34.3	13.9	48.1	61.6	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	1031	98.3	25.9	30.5	43.6	74.1	74	72.1	95.8	96.2
Gender										
Male	539	97.8	32.2	30.4	37.4	67.8	67.2	65.2	95.7	96.2
Female	492	98.8	19.3	30.6	50.1	80.7	81.1	79.2	96	96.3
Racial/Ethnic Group										
White	592	98.5	13.3	29.6	57.2	86.7	81.6	80.8	95.9	96.1
African American	320	97.5	50.9	33.8	15.4	49.1	58.6	59.7	95.2	96.2
Asian/Pacific Islander	44	97.7	4.9	14.6	80.5	95.1	88.8	87	97.8	97.5
Hispanic	65	100	37.5	35.7	26.8	62.5	63.1	64.6	96.3	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	74.7	73.4	98.3	94.8
Disability Status										
Disabled	128	88.3	83.7	14.4	1.9	16.3	29.5	27.7	93.9	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	63	100	31.3	32.8	35.8	68.7	62.9	63.7	97	97
Socio-Economic Status										
Subsidized meals	372	97.6	51.8	34	14.2	48.2	61.1	61.9	94.8	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	363	99.7	25.5	37.1	37.4	74.5
	7	306	100	23.6	34.2	42.3	76.4
	8	392	99.5	22.5	30.2	47.3	77.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	337	100	22.3	35.5	42.1	77.7
	7	362	100	28	29.7	42.3	72
	8	331	99.7	28.6	22.1	49.4	71.4
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	363	99.7	25.8	38	36.2	74.2
	7	306	100	23.2	38	38.7	76.8
	8	392	99.5	25.4	38.8	35.8	74.6
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	337	100	23.3	39.6	37.1	76.7
	7	362	100	31.2	33.8	35	68.8
	8	331	100	28.2	40.3	31.5	71.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	185	100	28.8	49.4	21.8	71.2
	7	306	100	22.5	46.8	30.6	77.5
	8	191	99	23.1	36.3	40.7	76.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	169	98.2	29.3	39.5	31.2	70.7
	7	361	100	31.8	42.6	25.7	68.2
	8	168	98.8	19.7	30.6	49.7	80.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	178	100	14.1	42.9	42.9	85.9
	7	305	100	32.5	31.8	35.7	67.5
	8	199	99	19.7	40.4	39.9	80.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	168	98.2	12.7	36.9	50.3	87.3
	7	362	99.5	39.5	29.8	30.7	60.5
	8	163	100	27.8	29.8	42.4	72.2
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	361	97.8	32.9	38.3	28.7	67.1
	7	305	97.4	22.4	35.9	41.6	77.6
	8	393	97.5	21.8	30.5	47.7	78.2
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	336	98.8	24.9	32.5	42.6	75.1
	7	365	98.1	27.4	28.3	44.3	72.6
	8	330	97.9	25.3	30.9	43.8	74.7

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample